

Greenfields Academy (Primary) - Long Term Planning – Topic

Academic Year Overview 2020/21 – Primary 2

Term	Autumn		Spring		Summer	
	1	2	3	4	5	6
	Pharos		Scream Machine		Stargazers	
	<i>History (4 weeks)</i>	<i>Geography (4 weeks)</i>	<i>Computing (4weeks)</i>	<i>MFL (5 weeks)</i>	<i>Computing (6 weeks)</i>	<i>History (2weeks)</i>
	<i>Computing (1 weeks)</i>	<i>Computing (2 weeks)</i>	<i>Geography (2 weeks)</i>			<i>Geography (2 weeks)</i>
Weekly Sequence	KEY: C – Coverage N – New Learning R – Recall of prior learning A – Assessment SC – Taught during COVID19 school closure					
1	Staff Training	C – Geography N – Locate Egypt on a world map. Use online maps and other information sources to describe Egypt’s landscape, surrounding countries and seas, climate, and significant geographical features, such as the River Nile. Locate important places, such as Cairo, Giza and the Valley of the Kings, where Tutankhamun’s tomb was found. Make a sketch or digital map of Egypt, mark its significant features and add a key for reference.	C – Computing N – Dim the lights, sit on the floor and experience the thrill of a roller coaster ride by watching online videos and simulations. Set up a roller coaster ‘carriage’ in the classroom with pairs of seats in rows. Take souvenir pictures as different groups ‘ride’ the roller coaster, upload them to the computer and project them to an IWB. N – Search the web for images of theme park rides. Refine the search using	C – MFL N – To identify countries around the world in which French is a prominent language. N – To greet people in different ways.	C – Computing N – Use an assortment of science resources such as books, websites, video clips and animations to find out about the Solar System, including which planets are jovian (gaseous) or terrestrial (rocky). Record 10 facts about the Solar System. N – Create a powerpoint presentation to shower understanding of the Solar System.	C – History N – ‘Meet’ Galileo Galilei, hailed as the ‘father’ of modern observational astronomy. Find out about his life and work and, in particular, his discovery of sunspots on the Sun. Explain why this discovery was so significant and controversial at the time. Present information using a portrait of the man at the centre of a mind map.

			advanced techniques, such as plus, minus, 'AND', 'OR', and 'AND NOT' commands. Write a list of top tips to help other people use search engines. Share ideas with the class and try out each other's tips.			
2	Staff Training	<p>C – Geography N - Watch documentary footage about the River Nile in ancient Egypt. Learn why the Nile was so important to the development of ancient Egyptian society and its wealth. Find out how the Nile flooded to create a rich and fertile land and compare how people used the river then with how it is used today – create a comparison table.</p>	<p>C – Computing N - Predict the outcomes of simple algorithms. Work in a group to complete the 'My Robotic Friends' activity on code.org/learn, where they will work out the algorithm and code for creating a tower of paper cups. Pass their code to another group and have them recreate the tower. Check for and then correct any errors by working through the activity again.</p>	<p>C - MFL R – To greet people in different ways. N – To use an English to French dictionary.</p>	<p>C – Computing R - Use an assortment of science resources such as books, websites, video clips and animations to find out about the Solar System, including which planets are jovian (gaseous) or terrestrial (rocky). Record 10 facts about the Solar System. R – Create a powerpoint presentation to shower understanding of the Solar System.</p>	<p>C – History N – Research the timeline of humans on the moon. N – Explore different approaches from different countries – including conspiracy stories!</p>
3	<p>C – History N - Look at photos of, and information about, the contents of Tutankhamun's tomb. Generate questions about the contents and write them on sticky notes. Consider what these artefacts and objects might tell them about the ancient Egyptians and the 'boy pharaoh'. N - Discuss whether it was right to open Tutankhamun's tomb or whether it should</p>	<p>SC – Geography N - Begin research in preparation to create a tourist's guide to Egypt, detailing key monuments and locations that they would recommend visiting. Include information about the climate, currency, leisure activities and language.</p>	<p>C – Computing Design a roller coaster. Model how the roller coaster will work by using software, such as Scratch, to make a sprite perform a loop the loop. Edit their program so that their roller coaster travels horizontally before and after completing the loop. Explore ways of moving the sprite forwards and backwards. Build in an emergency stop but remember that the</p>	<p>C- MFL N – To exchange names in French. N – To discuss how they are feeling in French.</p>	<p>C – Computing N - Explain what they think they know about the Moon by collecting their ideas on whiteboards, sticky notes or a mind map. Share ideas with the whole group and pose questions for further research. Why do we only see one face of the Moon? What might the 'dark side' of the Moon look like? How does the Moon remain 'captured' in the Earth's orbit? Create a Moon information leaflet</p>	<p>C - Geography N - Use a range of aerial images of the Earth to identify geographical features such as countries, continents, volcanoes, rivers and impact craters. Refer to globes and maps to make their identifications.</p>

	<p>have been left as it was. Invite a museum officer to talk about the pros and cons of opening the tomb and take a vote on whether it was right to do so.</p>		<p>carriage should stop when upright and not upside-down!</p>		<p>using Microsoft Publisher which includes diagrams, photographs, information and captions</p>	
4	<p>C – History N - Use information books and online resources to find out about famous pharaohs of ancient Egypt. Make a character profile of a favourite, describing their personality, how long they ruled for and any special achievements. Famous pharaohs to find out about include Akhenaten, Pepy II, Amenhotep III, Djoser, Khufu, Hatshepsut, Ramesses the Great, Narmer, Nefertiti and Cleopatra VII.</p>	<p>SC – Geography R - Continue research in preparation to create a tourist's guide to Egypt, detailing key monuments and locations that they would recommend visiting. Include information about the climate, currency, leisure activities and language.</p> <p>SC – Computing N – Use powerpoint to create a travel guide for Egypt (this could also include previous learning from History unit).</p>	<p>C – Computing N - Analyse and compare the websites of the UK's most popular theme parks. Take the role of a web analyst and produce a report on how user-friendly the sites are, including how easy they are to navigate and whether they provide enough information about the park's rides, how to get there, prices, facilities, and rides suitable for children under 12 years old. Provide a list of recommendations that will help improve the websites.</p>	<p>C – MFL R – To discuss how they are feeling in French. N – To use appropriate phrases for the situation. N – To know numbers to 20 in French and use them in sentences.</p>	<p>C – Computing N - Explore programming by sequencing a series of instructions for programmable toys in order to negotiate a created 'moon terrain' avoiding obstacles and deep craters. Complete lunar missions, carrying a flag to a designated point on their own moon surface or collecting scientific samples for analysis.</p>	<p>C - Geography R - Use a range of aerial images of the Earth to identify geographical features such as countries, continents, volcanoes, rivers and impact craters. Refer to globes and maps to make their identifications.</p>
5	<p>C – History N - Learn about the role of an Egyptian pharaoh, including what he or she was expected to do and what they were responsible for. Find out what Egyptian people thought about pharaohs. Write a job description for the role of a pharaoh, describing the qualities and experience that they might need. Outline the roles and responsibilities of the position and ask for a reference. Role play going to</p>	<p>C – Computing A – Use powerpoint to create a travel guide for Egypt (this could also include previous learning from History unit).</p>	<p>C – Geography N – Locate the most popular theme and adventure parks on a map of the UK and find out where they are in relation to urban and rural features and transport links. Work out which theme park is nearest and plan a trip outlining the route they would need to take from home. Make sure the journey includes different modes of transport, including car, bus and train. Use timetables to work out how</p>	<p>C – MFL A – To listen to and respond to instructions in French. N – To demonstrate their understanding with actions.</p>	<p>C – Computing N - What might an alien from another planet look like? What features might it have and why? Imagine and design an alien life form, looking at some classic and contemporary designs from books, cartoons, games and films. Use a variety of materials to make a large-scale drawing, painting or model of their design using the most appropriate and effective techniques and materials.</p>	<p>Enrichment and Transitions</p>

	an interview for the job of Egyptian pharaoh!		long the different legs of the journey will take.			
6	<p>C – History N - Learn about the ancient Egyptian gods, including what they looked like and what their role was. Find images of the different gods in Egyptian tomb paintings and papyrus scrolls, then describe what the images show. Draw a favourite god or goddess and create an information sheet about them. Find out how the Egyptian people worshipped their deities.</p>	<p>C – Computing N - Hold a quiz about ancient Egypt, using Microsoft Power point (with multichoice interactive answers). Plan questions for each other, making sure they cover key dates, mummification, pyramids, gods, pharaohs and everyday life.</p>	<p>C – Geography N - Visit websites of theme parks outside the UK. Take virtual tours and analyse maps and plans of the parks. Compare an overseas park with the layout of a UK park using categories such as size, visitor capacity, cost, transport links, physical terrain and location. A - Study a range of online theme park maps and plans to see how they are laid out, spotting common rides and amenities. Use a key to identify features such as toilets, public telephones, cafes and lost child meeting points. Create their own map and key of the theme park they visited, using images sourced from the web, clip art, symbols, icons and text. Print out their maps for display purposes.</p>		<p>C – Computing A - Use stop motion animation to create a short fantasy film about an alien. Plan out a storyboard then create simple props, scenery and characters using found materials. Add a space-like soundtrack or sound effects!</p>	Enrichment and Transitions
7	<p>C - Computing N - Watch a presentation or search online to find out what happened to a pharaoh when they died. Describe their findings using key words and phrases such as preserved, embalmer, the Beautiful House, canopic jar, afterlife, pyramid, ointment,</p>	Enrichment Week				

natron, coffin, priest and sarcophagus.

Use publisher to create a mummification step by step guide – this could include beliefs about the journey to the afterlife.

